

PROGRAMME OF THE FOURTH  
STUDENTS CONFERENCE—EASTER, 1909.

EXECUTIVE COMMITTEE.

Miss W. Kitching (1893), representing 1892, 1893.

Miss L. Gray (1896), representing 1895.  
(Hon. Secretary).

Miss M. Conder (1896), representing 1896.

Miss R. A. Pennethorne (1898), representing 1897, 1898.  
(Hon. Editor).

Miss L. Faunce (1899), representing 1899, 1905.

Mrs. H. Hall (1899), representing 1900.

Miss E. A. Parish (1902), representing 1894, 1901, 1902.  
(Chairman of Committee).

Miss H. Wix (1903), representing 1903, 1904.

Miss M. E. Franklin (1907), representing 1906, 1907, 1908.

AMBLESIDE COMMITTEE FOR CONFERENCE.

Miss Goode, correspondent.

Miss Pollard, senior monitress.

Miss Smith, junior monitress.

Miss Stevens.

Miss Strachan, accommodation secretary.

PROGRAMME, TUESDAY, APRIL 20

(Miss Parish in the chair).

9.40—Letter from Miss Mason.

Rules to be read.

10.0 —Paper on the teaching of French to Class II.  
(Miss M. Evans).

10.45—Geography for Classes II. and III.  
(Miss Allen).

11.30—Brush drawing.  
(Miss Loveday).

12.15—Open discussion.

AFTERNOON (Miss W. Kitching in the chair).

2.30—Picture talk.

(Miss Pennethorne).

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3.15—Methods of teaching reading.

(Miss C. Henderson).

4.0—4.30—Open discussion.

EVENING.—Debate on social work (Miss Pennethorne).

WEDNESDAY, APRIL 21

(Miss Pennethorne in the chair).

10.0 —Latin. The use of Scott and Jones.

(Miss H. Fountain).

10.45—Plutarch.

11.30—Occupations for Sundays and wet days.

(Miss Hirtzel).

12.15—Open discussion.

AFTERNOON (Miss Pennethorne in the chair).

2.30—4.30—Working of P.U.S. programmes and examinations.

EVENING.—Discussion on Scouting and Girls' Camps.

THURSDAY, APRIL 22

(Miss Wix in the chair).

10.0—11.0—Influence and Ideals.

(Miss Bradley).

Arrangements for later days of conference will be made during the week at Ambleside.

Only members of the Students' Association are entitled to attend the students' conference. Any student may become a member on payment of 3s. 6d., being her subscription for the year 1909.

RULES OF PROCEDURE.

1.—The meetings will begin punctually at the time stated.

2.—Each paper will be followed by discussion. The reader of the paper will be allowed five minutes in which to reply, or longer if she has not used the full time at the beginning.



3.—The time limit for readers of papers is twenty minutes. The time for speakers in discussion may be limited at the discretion of the chairman according to the time at disposal. A warning bell will be rung in the case of readers of papers five minutes, and in the case of speakers one minute, before the expiration of the allotted time. A second bell will be rung at its conclusion.

(SUGGESTION.—A paper which is to take twenty minutes to read should not contain more than 1,800 words.)

4.—Discussions must be relevant to the programme and the ruling of the chairman shall in all cases be final.

5.—Suggestions for subjects bearing on the work of students for discussion during the times set aside for "Open discussion" must be sent up to the chairman, in writing and signed, during the earlier part of the same session.

6.—The suggestions will be adopted, as far as is consistent with the general usefulness of the conference, in the order in which they are received. Proposals for subjects which cannot be taken at one session will not be given precedence at the next, but must be sent in again.

7.—When no other suggestions are forthcoming one of the following subjects will be discussed:—

Poetry and Recitation.

Pride that apes humility.

Two new transition classes.

How to work two or three classes together.

How to instil a love of reading in a child of fourteen.

How to increase power of expression.

Arithmetic.

The need of training for social work and comprehension of the social question.

History charts: how to use and organise them.

It is hoped that three extra subjects will be discussed at each session.

## A FUTURE S.E.C.

In the report of the last Student's Executive Committee meeting will be seen six questions which were sent round by the members to all the students they represented. If any of us did not receive this postcard, the S.E.C. hopes she will deal leniently with the oversight. It is not easy to communicate with every student, addresses change so frequently, and more than one postcard has been returned with "gone away" or "not known" written across it.

The following is the result of the questions. Seventy replies in all have been received; three students were unable to give any opinion; one wished for the discontinuance of the S.E.C. in any form:—

QUESTION 1.—Is it your opinion that only members resident in London be eligible for election to the S.E.C.?

Fifty-three students considered that the members should be resident in or sufficiently near London to be able, with reasonable certainty, to attend all the meetings. Thirteen students considered any student of the Association, whether residing in town or country, to be eligible.

QUESTION 2.—Do you approve of the present rules? (published in L'UMILE PIANTA for April, 1908).

Fifty-two students approve of the present rules, and seven students, while also approving, wish for certain additions; and seven students, not having the PIANTA to hand, profess themselves unable to give a definite opinion.

QUESTION 3.—If not, what alterations would you suggest? The seven students made the following suggestions:—

(a) That there be an official chairman appointed for each two years.

(b) That such a chairman be chosen from the elected members themselves.

(c) That the S.E.C. meetings be not held on the same day as the Students' meetings.



- (d) That there be at least two new members of the S.E.C. every two years—the two members having attended the fewest meetings to retire automatically.
- (e) That each "year" be represented by a contemporary or by a senior or by a junior of that year.
- (f) That (country members being eligible) the Secretary do write to such members a sufficient time before a meeting of the S.E.C., mentioning the subjects to be discussed, so that these members may send their opinions in writing to be read at the meeting.

QUESTION 4.—Should the S.E.C. for 1909-1911 be elected :  
 (a) at the Conference, those not present sending postal notes ;  
 or (b) after the Conference?

Fifty-one students consider that the election should take place at the Conference, many adding that the last day after a discussion might be the best time. Fifteen students suggest "after the Conference," some adding that a discussion shall take place at the Conference.

Thus the net result is : The members of the S.E.C. shall be resident in or near London, and they shall be elected at the Conference, those not present sending postal notes.

The suggestions will be considered at the next S.E.C. meeting, and a list of eligible members sent round as soon as possible for the convenience of those students who will be unable to attend the Conference.

## TWO GREAT SCHOOLMISTRESSES.

THE lives of two great women, lately passed away, lie together on the table—that of Miss Dorothea Beale, of Cheltenham, and that of Miss Hannah Pipe, of Laleham.

The fame of the former has gone out into all the world, the latter, too, has many "to rise up and call her blessed," and though her public recognition was less marked, her influence, too, was wide and lasting.

Both prospered greatly in their work, and what they had to do for God's world was blessed with much earthly success. Both had the flattery of sincere imitators, and both died full of years and honours.

But when we remember that both were high priestesses of the same shrine, it is remarkable how great a difference existed in their practice of education while yet their objects were so closely allied.

Analysis should always precede differences, and coincidences come before isolated phenomena

The two teachers were of the same generation. Both began their active career in that year of change and storm, 1848. Miss Beale, by her connection with the Queen's College, Miss Pipe, by the small day school which she and her mother founded in Ascomb Street, Manchester.

Both based their work upon the only educational rock, a definite religious teaching and training, but Miss Beale was the typical rather militant "High Churchwoman" of the day, while Miss Pipe was a Wesleyan, but of those true followers of their founders who never dream of proselytising or putting difficulties in the way of those who belong to the Church which their founder adorned.

Both, it must be confessed, as prosperity and numbers increased, ruled largely by "prestige," for fear is too harsh a word, and yet it will occur to the mind. Both



clothed themselves and those subjects on which they felt most deeply in a rather awful majesty, and treated the flippancy which seeks to hide deep feeling as the sin of being untouched by higher things.

But their circumstances, as well as their individual characters, were very different.

Perhaps a short sketch of the career of the less well known pioneer of women's education may not be misplaced.

The little school in the Manchester side street having prospered and moved to a Manchester suburb, having brought boarders, a removal was finally decided on to London, where every advantage would be more readily obtained, for the culture of the provinces had by no means then attained its present high standard. Indeed, the class of girl whom Miss Pipe naturally encountered, and that to which she felt she had a mission, were those into whose homes the commercial flux of the day had brought prosperity without the correcting influences of any previous culture.

She therefore established herself first in a small, then in a much larger house, "Laleham," in Clapham Park, in 1885, and there worked till 1890, when she partially retired, and though after her death in 1906 the school ceased, its work and influence are carried on in those founded by pupils trained under her which she termed "her daughter schools."

To those accustomed to her thoughts and ideals of the Parents' Union, it is interesting to see in how many ways her educational theories were in advance of her time. She had a lively faith in the power of "ideas," and in her journal, while quite young, made the resolution "Never to read a book, never to take a walk, never to pass a day, without gaining some fresh idea." And her faith in the power of habit was strongly shown in her insistence on a certain code of manners, which it must be owned sometimes degenerated into mannerisms. But coming from homes where the standards of social conduct and decorum were all in a state of change and uncertainty, the fastidiousness, the

beautiful clothes and swimming gait of their mistress at least gave the girls a picture of something different from hoydenish vulgarity, and many learnt to be gentle in heart, while becoming outwardly rather terribly "genteel." Miss Pipe's educational methods were strictly non-competitive. She told her girls that true education was single-minded; they must not have one eye on the progress of a rival.

No marks, prizes, or other distinctions were awarded, and yet such was the spirit of the duty and honour of good work inculcated, that more than one pupil confessed in later life to having "over-worked" beyond health and reason.

A letter written by Miss Pike to a parent who had inquired about her school and methods would give the best idea of both were it not so vastly prolix, but it contains the following sentence: "Education in its widest sense is a process by which all our nature is carried to harmonious development." And her aim she stated to be the development of sound God-fearing characters and a preparation for life rather than a training in accomplishments. Of course, like nearly all schools at that time the teaching was by lecture, and the character of these at least shows how vastly superior they must have been to the "text books of the day." Sir William Sterndale Bennet, George Macdonald, Miss Octavia Hill, Dr. Rintal, and Sir William Huggins all at one time or another taught at Laleham. Miss Pipe herself was an ardent botanist, and under Sir William Huggins there was far more scientific knowledge given than was common at the time, and there was even a lady lecturer for physiology.

In later years Miss Pipe gave a far greater value to historical teaching than she did at first, but she placed great reliance in literature and poetry to train up "a sound and cultivated imagination." She had a horror of "morbid imagination," and was perhaps too little sympathetic with the more freakish and impish side of girl nature.

Her methods of teaching geography were refreshing, "maps and books of travel by modern authors." In no way



did she so much differ from Miss Beale as in her actual dealings with individual girls. She used her personal influence over each as far as possible, and aimed at having half an hour privately with each as often as possible. She possessed little or no sense of humour, but had a mordant power of sarcasm—a weapon which, while it often cauterises some festering evils, did, it must be feared, often wither a possible confidence. But at least this Faithful, dealing with the individual, prevented mere massing together of huge numbers worshipping a name and a standard which they had no opportunity of rightly apprehending.

This "individualism" also made her name and school no great permanent institution. What she founded was a band of loving and earnest women who brought into every home or business a sense of high purpose and divine presence.

One work of hers will remain—the orphanage she founded as an altruistic outlet for her pupils' energies, and which is still carried on as her most fitting memorial.

Miss Beale's career is too well known to need repetition in detail, but it is curious her unfortunate experience of "kicking against the pricks." "At Casterton—her first venture—she complained bitterly of the presence of punishments and absence of prizes. She could not conceive of good work and sunny atmosphere without that incentive, though when at Cheltenham she gave them no undue prominence. Then, too, when the Council at Cheltenham appointed her in 1853, it is curious to notice what it was about which so many letters passed between them. Not her methods of education, not the aim and purpose of the College; but her individual views of Baptismal Regeneration and the Church matters about which opinion was then running high. Perhaps Miss Beale made such a great name because she was thus from the very first put in such a position that she became "a great fighter." She had always a committee to bend to her will and influence, to urge on or to oppose, and she had a dauntless moral courage, and whether her initial ideas were

just or unjust, would fight for them to the uttermost. Hence the accusation sometimes heard that she was "autocratic." Yet when she dealt with individuals she had far more tact and astuteness than the somewhat austere Miss Pipe, only in single cases she dreaded her personal influence rather than relied upon it.

She hated the "worshipping" of teacher by pupil, and was painfully shy with any one child face to face like many who can address a multitude without a quiver. So a tradition of aloofness grew round her against her own will, and ministered to by her own fear of usurping the love and place which belonged properly to others. For Miss Beale greatly believed in the joint upholding of their mutual authority by school and parent, and thought a difference between the two as bad for the pupils as a public jangle between father and mother.

Her educational methods are also too well known to need enumeration; her methods of character training by character study in literature, her foundation of a Teachers' Training School, and her sympathy with social effort shown in the foundation of St. Hilda's Settlement in Shoreditch. She has left behind her a vast institution which has yet to prove whether so great an aggregation of pupils and teachers can carry on her high traditions. But of this we may be sure, even if these great colleges for girls and women are but one step in their educational evolution, which we may later find we can discard, education can never again sink back to what it was in 1848, before Miss Beale set her face against "Education consisting of mastering the use of the finger on one instrument only," or when Miss Pipe set herself to raise the standard of girlish honour in deliberate imitation of Dr. Arnold's great work for boys.

R. A. P.